

**EFFECTS OF SOCIO-ECONOMIC BACKGROUND OF SENIOR  
SECONDARY STUDENTS ON THEIR ACADEMIC  
PERFORMANCE: A CASE STUDY OF EGOR LOCAL  
GOVERNMENT AREA OF EDO STATE**

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UNIVERSITY OF BENIN  
BENIN CITY**

**AUGUST, 2023.**

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**A RESEARCH TOPIC PRESENTED TO THE DEPARTMENT OF  
EDUCATIONAL MANAGEMENT, FACULTY OF EDUCATION, IN  
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
AWARD OF BACHELOR DEGREE IN EDUCATION POLITICAL  
SCIENCE AND PUBLIC ADMINISTRATION  
UNIVERSITY OF BENIN,  
BENIN CITY.**

**AUGUST, 2023.**

## CERTIFICATION

We, the undersigned certified that this project was carried out by **Darmang Wudirrah Fwenji** with Mat. No.: **EDU1612354** in the Department of Educational Management, University of Benin, for the award of B.sc (Ed) in Education Political Science and Public Administration and that the quality and presentation of this report are satisfactory.

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## **DEDICATION**

This project work is dedicated to God Almighty for his ever present help, Love, Mercies, care and guidance throughout my studies in this institution of learning.

## ACKNOWLEDGEMENT

I wish to express my unalloyed gratitude to my late mother for sponsorship and laying the foundation not only for my life but also for Educational pursuit. May your soul continue to rest in the bosom of God. My dear wife Mrs. Mary Peter Fwenji and sister Joy Fwenji are hereby highly appreciated and acknowledged your love, prayer and concern will surely be rewarded.

My able Bishop Samuel Osaghae, a man of God indeed your love for me cannot be expressed in words. Your love for God and humanity is unmatched. You are an epitome of godliness and hardwork. Looking at you and working for and with you keeps me going. I pray to grow you like in life and ministry in Jesus name. Thank you sir.

The Director of Administration Pastor Ephraim Oghiaga is profoundly appreciated for your show of love, encouragement and support. May your days be blessed.

I also want to thank my supervisor for his understanding and cooperation. I will forever be grateful to you sir.

I cannot fail to remember Pastors Sunday Enuanwa, J.D. Akpejunor, and Dr. Remi Yesufu. Your love and encouragement were very inspiring. I really appreciate you all.

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## ABSTRACT

*This study is designed to find out the effects of socio economic background of senior secondary school students on their academic performance in Egor Local Government Area of Edo State.*

*In carryout this study, six (6A) research questions were formulated and tested. Twenty (20) secondary schools were surveyed the students were sampled from the secondary schools selected.*

*The research instrument used in this study was questionnaire, for the students. The questionnaires were used in collecting data from sampled secondary schools. Simple percentage was used for the analysis of data.*

*The result from the data collected were analyzed.*

*Recommendations were made based on the results.*

*It was observed that, family background is responsible for poor academic performance of students in secondary school students.*

*It was observed that physical abuse affect the academic performance of secondary school student.*

*It was observed that, parent socio-economic status influence the academic performance of the students.*

*Vital recommendations in line with the findings were made in this study. Government should provide adequate funds in other for the students to over come some of the problems observed.*

*There should be a reasonable seminar or workshop to educate parent and other bodies for the benefit of good academic performance.*

# **CHAPTER ONE**

## **1.0 Introduction**

### **1.1 Background of the study**

Education is the best legacy a nation can give to her citizens, especially the youth. This is because the development of any nation or community depends on the youth. Furthermore the development of any nation or community depends largely on the quality of education of such a nation. It is generally believed that the basis for any true development must commence with the development of human resources. In any witnessed prolong military rule and aborted civilian administrations, which the promulgation of decrees, edicts and levels formal education remains the vehicle for socio-economic development and social mobilization. The inconsistency on continuation of government due to coup detat de-emphasized the continuity in the implementation of educational laws and polices since 1970s till the present time.

This gradually laid the foundation of fallen standard in education at the primary and secondary school levels (Shittu, 2004).

Frequently changes of ministers and commissioners of Education by successive government coupled with the polarization of education by political parties that emerged in the country's political parties that emerged also occur in the country's political scene 1979 have also brought about disparity in educational practices, which caused differential academic performance and classroom functioning of both teachers and students, from state to state.

According to Olotu (1994) in the quest of finding survival feet, the nation has evolved series of socio-economic and educational measures and policies such as structural adjustment programmers (ASP), austerity measures, universal primary education (UBE) and devaluation of the Naira.

These measures have not improved the social economic and educational status of families in the country. Johnson (1996) Lamented that parents become poor due to their hard measures such that they can no longer provide shelter, clothing and especial need of their children in school, such as provision of text books, school uniforms and good medical care and so on high level of illiteracy, poverty and low socio-economic status coupled with high rate of paternal and maternal deprivation of students academic needs which was necessitated by poor socio- economic situation of the country has thrown many farmers and other rural dwellers into untold financial problems such as poverty, lack of money to purchase necessary text books and working materials for their tools.

Also, many rural and sub urban dwellers can no longer pay the school fees of the students to deposit in school to engage in subsistence farming and become housemaids or engaged in other menial jobs to support their academic

pursuit. Hence, many students have since taken schooling as secondary assignment and school attendance on rational basis.

The resultant problem posed by this poor academic performance in school examination. National Examination Council June (NECO) and West Africa Examination Council (WAEC). This trend is posing huge problems to parents, government, political parties and stakeholders in education. This paper thus examines the effects of socio-economic background on the academic performance of the secondary school students in the local government area of Edo State, Nigeria.

Basic issues of Home background: Home background according to PISA (programme international student Assessment, 2000) influences academic and educational success of students and school work, while socio-economic status reinforces the activities and functioning of the teachers and students. From the above, it is reversed that the quality of parents and home background of the students go along way to

predict the quality and regularity of the satisfaction and provision of a child's functional survival and academic needs. Poor parental care with gross deprivation of social and economic need of a child, usually yield poor academic performance of the child. On the other hand, where a child suffers parental and material deprivation and care due to divorce, death or ascending of one of the parents the child schooling may be may be financially buoyant to pay school fees, purchase books uniforms, such child may play truant, this his performances in school may be adversely affected (Shittu, 2004). Similarly, good parenting supported by strong economic home background could enhance strong academic performance of the child. This further predict the academic performance where the child is properly counseled in the choice of his/her course and vocation that matches his mental ability, interest and capacity where as the children to the care of illiterate mothers will find themselves roaming about the street laboring to make end meat.

Danesy and Okediran (2012) Lamented that street hawking among young school students have psychological imposed on other problems, like sex networking behavior, juvenile delinquent behavior, which takes much of the student school time that that necessitated the poor academic performance and dropout syndrome noticed among young school students nevertheless, they also lamented that the material and patterned deprivation of the essential needs of the young students have promoted their poor performance in public examination of the young student have promoted their poor performance in public examination such as JSS, WAEC and NECO. learning environment: The learning environment that is free from barriers, or obstacles or distractions such as noise, gas/smoke pollution's and so on can constitute a healthy hazards which in turn affect or reduces students concentration or perceptual or conceptual focus to learning (spr in thrall, 1987).Market and a garage located near school have always posed a threat to students. Noise and pollution

from these sources have always endangered student's life and concentration. Therefore for an effective learning and high academic performance, schools a both ruler and sub-urban and urban areas should be located off zones, characterized with smoke/gas pollutions, market centers or garages.

As conducive learning environments stimulate learning, understanding and high perception. Other factor according to Danes (2004, complementing environmental and social-economic factors to produce high academic achievements and performances include good teaching, counseling, good administration, good seating arrangement and good building. Dilapidating buildings lacking mental stimulating facilities that are characterized with low or no seating arrangement will also be destructive. Danes, however, lamented that the innovative environment do simulate head start learning and mental perception, not only that, it has also been proved that student that come from simulative environment with laboratory equipment's or those that are taught with rich

instructional aids, pictures and allowed to demonstrate using their functional senses like, eyes, hands and sense of taste, performed better than those trained under theoretical and canopy of abstraction. Thus teaching and learning should be done under organized, planned and fortified environment with learning of instructional aids to stimulate student's sense of conception, and concentration to facilitate systematic understanding and acquisition of knowledge in them. In sum a combination of a healthy family background living in good environment. Plus the child being educated in a conducive environment with a fortified learning or instructional aids or motivational incentives will prompt academic performance. Furthermore, it has been played that some factors which are present in the family contribute greatly to the academic performance of the student. Among these is parental educational background, income, exposure, parental relationship, with each other strength of the family population, determines to grater extent the readiness of the child to

learning. Nevertheless, the influence of other factor like mental and physical disabilities can account for poor academic performance in encouragement in the whole family background being an umbrella in the inflation of the child into the world should provide favorable conditions which will improve the academic performance of the child, irrespective of the constraints encountered in the academic pursuits.

Furthermore, it has x-rayed that some factors which are present in the family contributed greatly to the performance of the students

Among these are parental educational background, income, exposure of parental relationship with each other strength of the family/population, religion sex differences action, occupation. The interplay of these factors in the family determines to a greater extent the readiness of the child to lean. Nevertheless, the influence of other factor like mental and physical disabilities can account for poor academic performance in economic. In the whole, the family background

being an umbrella in the inflation of the child into the world should provide favorable conditions which will improve the academic performance of the child, irrespective of the constraints encountered in his academic pursuits. Our secondary school today offers some subject like chemistry, physics, English language, mathematics, economics, commerce, fine art, history, government, geography, and home economics. In an attempt to categorize the subject above into broader areas, we would certainly find out that fall under science, social sciences and pure arts. These subjects listed above are vary important for our day to day exercise and they are designated to relate them to experience in life to achieve success, therefore both side have to be very active. In other words, the teachers must be dedicated towards affective teaching and the students must strictly adhere to the rules governing hard word in order to succeed in the pursuit of their academic career in life. It therefore means, that poor

performance of students is serious problems which demands urgent solutions.

Education is very vital in the human existence because the society and education are interrelated and inter-dependent. This can also be seen in the nature and development of a child born in a given society. The school is an umbrella governing children for different parental background and social background and as such the children learning and rate of academic development is closely related to other experience. The child's performance in school is determined by environment which the child finds his/her self. In the socio-economic, different factors can be found, these include social, economic, physiological, cultural, genetic, environmental and emotional

## **1.2 statement of the problem**

The gap in the performance between students and academic excellence constitute a great source of worry and serious concern as well as discomfort to both parents, schools

manager, policy makers and various governments responsible for the education of students in secondary schools. Experience has shown that among the secondary school students there exist some differences which influence student's academic performance, such as some students being able to pay their school fees promptly, while others were often sent away for nonpayment of school fees, some students have problem with the provision of school uniform but others do not. Likewise, some students were motivated by their parents through the provision of educational materials, like text books and exercise books, others not, whereas some students come to school properly feed, others not. One, then will wonder whether influence of family background had played in these issues in the light of this, the main problem of this search is to find out if there exist in egor local government area, a relationship between socio-economic status of parents and students academic performance. Education has been defined as a continuous process which starts from birth and ends at

death, parents, teacher's educators and researcher are aware of factors that could influence or fall on a Childs performance in school. This effect of education on child's life can either be positive or negative and it can both be emphasized, based on itemizing the importance of education. The potentiality of a person can be determined by both formal educations he set or receives. Research work on study has shown that when a child is born he is a tabular riser, but both other researchers have shown that a child does not take into school bank. He or she goes into school equipped with what his home has to offer, it is therefore important to know that the researcher work is designed to investigate and analyze the effect of socio-economic background of student's performance academically at senior school certificate examination ( SSEC) in some selected secondary schools in Benin City. This work hope to find out the difference in educational performance between children whose parents are academically, socially, and

economically balance and those that are not academically, socially and economically balanced

### **1.3 purpose of the study**

The purpose of this work is to find out or show the effects of socio economic on children performance in school. It is based on selected secondary schools in Benin City. The research work will show among other thing suggested or proffer solutions to some of these problems that militate against student's performances in schools. This research work will assist students in the future who want to conduct research on the same topic. This project work therefore intends to examine if other factors could affects the children performance academically.

1 Economic academic background

2 Socio-economic statuses (SES) of parents

### **1.4 Objectives of the study**

The main objective of the study is to examine the influence of socio-economic status on academic performance

of students in secondary schools in Egor Local Government Area of Edo State. Specific objectives of the study include

- (i) To investigate into the effect of socio-economic status of parents on the educational performance of students.
- (ii) To find out if social economic status of parents influence students academic performance in Economics.
- (iii) To find out whether educational attainment of parents affect their students performance in economic
- (iv) To find out the influence of family size on educational upbringing of economics students.

### **1.5 Research questions**

In order to achieve the derived objectives the following research questions were raised to guide the study.

- (i) What are the effects of socio-economic status of economic students on their academic performance?

- (ii) What are affects the parental educational background on students on academic performance in economics in egor and oredo local government area?
- (iii) What are the solutions to the effects of socio-economic background on student's academic performance?
- (iv) Do parent's socio-economic statuses influence the academic performance of the students?
- (v) Is there any effect of family size on the academic performance of economic students?

### **1.6 Hypothesis**

The following hypothesis was tested to guide this study;

- (i) The socio-economic status of parents has no significant effect on the academic performance of economics students
- (ii) There is no significant effect between family size and the academic performance of students in economics.

The following hypothesis has been formulated from the above assumptions.

- (a) There are no significant relationships. between facilities in the school and his academic performances in the school
- (b) There is a, relationship structure and students academic performance at school.
- (c) The academic fulfillment of parents does not affect the child academic performance at school.
- (d) Depending on how good a child academic performance is bound to be affected.

### **Hypotheses of the study**

A hypothesis is tentative answer to a research question. It is often stated in the form of a relationship between a dependent and independent variable (Agbanifoh and Yemore 1999). A hypothesis may be stated in a null form (H<sub>0</sub>) or in the alternative (H<sub>a</sub>) thus, the following hypotheses are to be tested.

## **Hypotheses 1**

Ho1, there is no relationship between. structure and students academic performance.

## **Hypotheses 2**

Ho2, There is no significant relationship between facilities in the school and academic performance in school.

### **1.7 Significant of the study**

The work of this nature when completed many help the parents to be aware of, affect the family has on children and how such affect the child positively' or negatively in relation to academic performance. From the available recommendations, will able to adopt measures of bringing up these in such away that thy will perform well academically. Similarly, it is likely to encourage parents to make their children relatively comfortable in schools. This study also could aid children of various families to be aware and bear in mind with their

parents in ability to provide them with all the necessary requirement in schools, and also sympathize with them in family problems and situations. More so, educational and curriculum planners could be guided in planning the curriculum without rigidity to suit diverse cultural environments. In addition, the teachers would be aware that a cordial teacher parents relationship may in away improve the influence of family background on the academic performance of a child in school. The research of this nature is likely to help the state, nation and the world in general benefits from as adherence to the recommendations and implementation will help produce youth who would be better leaders of tomorrow.

Finally, the researcher when completed may add to available literature and may encourage further research on the topic. It has been asserted that a child performance in school is determined to a large extent by the socio-economic of the child, since social life is the primary source of letting. This

work will therefore show the significance different in socio-economic of the child with result to academic performance in school. This research work will assist curriculum planners in planning of school curriculum. It will help them recognize individual differences of individuals or parents.

Apart from benefits of curriculum planners works, the teachers should make sure that a classroom learning situation should enter for various categories as well adjusted pupils or students. It also helps create a new method of teaching conclusively, irrespective of parents, socio-economic status (SES) parents should Endeavour to encourage their wards at home and provide them with all amenities them enhance, academic performance.

### **1.8 Scope of the study**

It would be much demanding to undertake a complete study of the effects of economic status of parents on the academic performance of students in Egor local government

area of Edo and to logistic constraint on the researcher, only five schools will be sampled; sample schools are selected based on their local government area of population characteristics.

The study is likely to be confined to senior secondary school (SS1) students of the selected schools. This is because (SS1) is the beginning of senior secondary school class. If family background affect students in (SS1), it is assumes that likely to affect their performances in senior secondary school certificates examinations, and even worst in their higher academic performance.

The researcher confines the study to secondary schools in Egor Local Government Area. Specifically designed for senior secondary schools who are engaged in economics. This means that the application of the researcher finding in generalization within the geographical area of Egor Local Government Area. This research work restricts the researcher to adjust one of the reasons or factors affecting the

educational performance of students at the senior secondary school certificate examination (SSCE) in some selected secondary schools in Egor. The researcher shall visits some selected secondary schools in Egor Local Government Area as sample. These schools are the sample population which represents the entire population. The senior secondary (SS1) students will in these schools represent the entire student's population.

### **1.9 Limitation of the study**

Due to the limitation faced by the researcher financially and in terms of time allocated for this work the study would be restricted to three secondary schools as earlier mentioned.

### **Definition of terms**

As words may mean differently in different contexts, the following definitions are given as words used as intended to be understood for the purpose of this study.

**Family:** Is a unit comprising of husband, wife and children

**Family size:** The number of people in the family.

**Family system:** This includes monogamy and may be nuclear or extended family.

**Home environment:** This refers to parental experience and aspirations for children, objects and materials conditions in the home for, comfort and also specific behavioral processes conducive to learning.

**Educational upbringing:** This refers to education of the children and how they perform in academics when subjected to test examination.

**Educational status:** This term is used for social processes in which one achieve social competences and individual growth carried on in a selected controlled sitting which can be institutionalized as a school or college.

**Occupational status:** person's trade, vocation or principal means of earning a living.

**Socio-economic status:** This refers to position of recognition which one finds him in the society. Such position may not be hereditary but acquired through personal efforts like education, wealth, occupation and social class.

**Academic performance:** This refers to the students' achievement, Scores within the class and his position relative to all those subjected to the same test.

**Effects:** The result or outcome of anything that is positive or negative.

**Home situation:** This refers to prevailing atmosphere in the home whether violent, resentful or in dismay.

**Parental attitude:** parent's disposition to respond in a characteristic way to some stimulus in their social environment. Some responses determine the way and manner their children are brought up by them.

**Social class:** social class can be defined as a level that is made up of individuals who share income and occupation, values and some attitudes towards issues.

**Economic background:** This has to do with wealth; the family is rich or poor. If they have factors like land, houses, cars, or if they don't have any at all.

**Higher education:** This has to do with the educational qualification example NCE, B.ed, and Med.

**Lower education:** This refers to education which starts with the educational life of the student's example primary school, and SSCE.

**Stimulating Homes:** These are stimulations where individual are kept alert mentally by parents, by involving them in brain tasking activities and provisions of learning requirements.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

Side of a child goes along way in determine the academic performance of children. This background goes a along way in determine the development of the potentialities or talent of an individual. Social background covers or encompasses all and it is made of the following, educational level of parents, the socio- economic or situation and financially the occupation of parents. All these fall under listed sub headings.

- (1) Education
- (2) Occupation and income
- (3) Social class

As defined, a social class is the level in the society that is made up of or dominated by people who consider themselves equal to similar ways of reasoning, interest, educational attainment, common background, attitude towards pending issues and the same occupation and income. The classroom consists of pupils or students from different social background

vary interpretation of social change through education and educational theory. In this work, he stipulates that most of the child educational development takes place basically on social economic background before the child/children planned to attend school.

### **THE FAMILY STRUCTURE AND PRACTICES**

The personality development of a child or an individual fall under the family responsibility to provide shelter and care for the child in doing this, it also play a vital role for the society through cultivating the new members of the society. Teaching and learning can go on well as upon the stability of a child relationship with the adult around him laud. A psychologist by name Alison David have attempted to demonstrate that the differences in total training and feeding can result to important personality differences in educational importance (the differences in class) the middle class child goes through these processes always on schedule and earlier then the working class child. The early training of a child at a

tender age can help the child cope successfully in the later part of his life.

Swell, W.A. (1961) social and childhood personality (social metry) Cambridge Mass Harwood Limited 15 – 17. He noted that the difference in punishment pattern parental care and permissiveness for aggressiveness where all makes in a child is for motion to further stress this point colm created a distinction between types of parental authority exercise in the middle class family just as posed to that in the working class family. The middle class parents are concerned not merely with the consequence of behaviour but also with instant on the other hand, the lower working class parents emphasized cleanliness, obedience, orderliness and strict adherence to rigid conventionality these differences in attitude draw parental line between the treatment remitted out to children from both classes. The individuality of the child is emphasized in the middle class and the child is treated as an individual who has the right to our views regarding matters around him.

This is a different case with the lower class child who ends up biting his emotions due to the ever impending threats from his parents and their lack of warmth. Nisbet in his investigation of inverse correlation between intelligence and size of financial status of family and also size of family affects the cognitive of children.

### **THE FAMILY VALUE SYSTEM**

Florence Pockwood stated that basic value are deeply noted mainly unconscious, the result of this shows that they affect the patterns of behaviour and thinking of a people in all facts of human endeavour in her wor, she quoted Dyle Klucwo. There is a philosophy behind the way of life at every individual and of every relatively point in their history.

This gives with varying degree of explications or implicitness, some sense of coherence of unit to living both in cognitive and affective dimension. The major outs lines of the fundamental values existential assumption and basic absortration have only exceptionally been created out of the

staff of unit Biological heredity and peculiar life experiences. The underlying principles come out of the giver, on biological human nature and the University of Social Interaction. The specific formulation is ordinarily cultural product. Taking a look or considering the middle class, the pace is set for a child's psychological development because of the parent's high achievement, motivation, due to the above, the child desire to perform well and attain an inner feelings of personal accomplishment increases to arrive at this middle class, parents insist on the child's self reliability, give reward when due, work hold affection are critical in the event of failure. According to Rosen, the middle class children poses higher achievement, motivation, than the working class children. The lower class children exposes to lack of harmony in his home and get little confirmation of his self work.

For the sake of social recognition, parents who are workers emphasizes obedience and conformity, scholar such as Rudoit Schaffer and Micheal Putten emphasizes on the

quality of the child and they note the frequency of interaction that matters in the child's early relationship. Due to this, it is very easy to understand why a child who spend two hours of a day intensive interaction with a relieved and stimulating parents performed better than others who spend five or six hours a day interacting with unresponsive parents. In the working class family, the mood of the parents become a yardstick for determining the type of care given to a child. On the other hand, the working class family (the child) has been brought up to be able to face stereo type of situation because of this, he finds the new and in familiar difficulty to adjust and difficulty to achieve.

### **FAMILY VERBAL PATTERNS**

The linguistic competent of a child is determined by the environment of the child. The competence guide to his entire psychology. In another research work, a scholar called Bernoterm carried out a further study on the social background and linguistic competent of pupils. He draw

attention to the different way through which language is used in varying social groups. He made a distinction between restricted and elaborate linguistic code. The working class mother operating within a restricted linguistic medium tend to use the immediate gratification patterns. As opposed to, this the middle class operating within a more elaborate scope tend to use the different qualification pattern for their children.

The restricted linguistic code lay emphasize on concepts with lack of specifically and precision differentiation while about linguistic code emphasizes an increasing differentiation of concepts, increasing abstractness and particularly a greater part of language in interpersonal relation.

The middle class parents possess love for educational and as such give their children all the encouragement and material needs to succeed. They help them solve their problems and are always ready to discuss matters relating to welfare of their ward with the school authority.

The lower class parents always have a lot to occupy them and they hardly interested in the educational achievement of their children. These parents do not have time to visit the School Parents, Teachers Association (PTA), if summoned.

The difference in this social class consequently affects pupils behaviour in school middle class child is confident and see education challenge. He is good at tackling questions and some of the examples the teacher gives in class does not sound abstract to him because he has already be exposed to some instructional materials. Its scope is also widened through buying of journals, novels, and recommended books, This child learn better and faster than a child who cannot get those comfort from their parents. The middle class child looks up his as a counselor.

## **FAMILY STRUCTURE**

The major function of the family is to give the child an educative environment that favour the growth of the flexibility, thinking of abstract symbolic thought and the ability to look,

that which provides emotional stimulus and support without which learning tend to dry up be distorted. Thus, the child's mental and emotional development could be great influenced by the nature of the family structure into which he is born. The structure of parents socio-economic constitute a good source of emotional crisis for the child. Considering the type of environment above, the difficulties and maladjustment in learning and deprivation of experience which even in a good efficient school will not disappear by the simple process of being in class. The cause of this has been viewed to be the increasing financial and disharmonies of the socio and out of school vicinity which frustrated the likely possibility of learning for many children. 'But the situation differs in other places, in these structure, even if the man is in the low socio-economic cadre, he is certainly likely due to small size the family able to cater and provide for the entire children, the basic requirement of life including attention to individual child. The brilliant children are given appreciable level of educational

provider of essential school, prompt payment of school fees and pockets money. The fulfillment of these by the parents make the child emotionally balanced and academically competent in the class, there is another situation where the child is a lawful son or daughter living with both his/her parents apparently free from actually disturbing condition with abnormal socio-economic background that in which there are illegitimate children, adopted children.

Children whose parents are financially handicap and children with one or both parents dead. She. felt that later job exercise is a determinant effect on the school progress of the child compared to those from former. This could be as a result of the fact, such children are always emotionally tends wherever situation reminded them of those experiences. There is no doubt whatsoever that child whose mother is subject to the control of a suffer emotional crisis no matter the amount of attention the father gives to such a child. The situation will get worst, if the father get to know of the maltreatment melted

out on the child. In this case, the child will now be lacking concentration. Research have found out that students from stable socio-economic background where parents and children interaction is considerable and qualitative tend to do better in such school in Nigeria, many family are extended family, there are little or no empirical evidence about the economy influence on students academic performance at senior school certificate examination (SSCE).

In his work, Durojaiye carried out an investigation among four hundred primary, secondary schools eight percent (8%) of the children from poor background situation reported interference of the family and relatives.

## **CHAPTER THREE**

### **3.0 METHODOLOGY**

This chapter describes the methodology used in conducting the research. The research methodology includes the following:

1. Research design
2. Population of the study
3. Sample and sampling technique
4. Research instrument
5. Validation of instrument
6. Administration of questionnaire
7. Method data analysis

### **3.1 RESEARCH DESIGN**

The study is an investigation on the effects of socio-economic background of senior secondary school students on their academic performance in Egor Local Government Area of Edo State survey research method is considered most appropriate. It is a normal method of the same information from various groups of persons mainly through questionnaire.

### **3.2 POPULATION OF THE STUDY**

The population will involve secondary school students

### **3.3 SAMPLE AND SAMPLING TECHNIQUE**

For this study ten secondary schools will be randomly selected from public and private schools in Egor Local Government Area. The selection will be done using random selection techniques. A sample of one hundred (100) students will be randomly chosen from ten secondary schools.

### **3.4 RESEARCH INSTRUMENT**

The instrument used for this study will be questionnaire. The questionnaire will be developed by the researcher specifically for this study. The questionnaire comprises of 22 items on the whole. It is divided into two sections, A and section A focuses on the respondents biography. While B deals with the effects of socio economic background of senior secondary school students on their academic performance.

All item in the questionnaire will be designed using "Yes" or "No" Agree, responses.

### **3.5 VALIDATION OF INSTRUMENT**

The questionnaire will be prepared by researcher and will be submitted to the project supervisor for necessary corrections and validation, which will also, made sure that the items in the instrument measured what they are supposed to measure.

### **3.6 ADMINISTRATION OF QUESTIONNAIRE**

The questionnaires will be personally administered to the respondents. The questionnaire will be distributed by hands; the researcher will wait to collect them back from the respondents immediately after the questionnaire had been answered.

### **3.7 METHOD OF DATA ANALYSIS**

The method of data analysis used in this study will be simple percentage formula.

$$\frac{\text{No of respondents} \times 100\%}{\text{Total no of respondents}}$$

## **CHAPTER FOUR**

### **RESULTS**

#### **4.1 DATA ANALYSIS AND DISCUSSION OF RESULTS**

This chapter deals with analysis and interpretation of data collected from respondents.

#### **DATA PRESENTATION I**

#### **RESEARCH QUESTION**

Family background is respondents for poor academic performance of students in schools?

**Table 1**

<b>RESPONSE</b>	<b>NUMBER OF RESPONDENTS</b>	<b>PERCENTAGE RESPONDENTS</b>
Yes	37	74%
No	13	26%
<b>Total</b>	<b>50</b>	<b>100%</b>

From the above table thirty-seven respondents representing 74% of the total population agreed that family background is responsible for poor academic performance of students in school. While 26% of the total population disagreed that family background is not responsible for the poor academic performance of student in school. As a result of this one would conclude that family background is responsible for the poor performance on the academic of the students in secondary school.

**Research question 2**

Does physical abuse affect the academic performance of secondary school students

**Table 2**

<b>RESPONSE</b>	<b>NUMBER OF RESPONDENTS</b>	<b>PERCENTAGE RESPONDENTS</b>
Yes	35	70%
No	15	30%
<b>Total</b>	<b>50</b>	<b>100%</b>

From, the table above thirty five respondents representing 70% percent of the population agreed that physical abuse affect the academic performance of the students. While fifteen (15) respondents representing 30% of the total population disagreed, that physical abuse is not responsible for the poor academic performance of the students in secondary school.

**Research question 3**

Do parents socio-economic status influence the academic performance of the students.

**Table 3**

<b>RESPONSE</b>	<b>NUMBER OF RESPONDENTS</b>	<b>PERCENTAGE RESPONDENTS</b>
Yes	32	64%
No	18	36%
<b>Total</b>	<b>50</b>	<b>100%</b>

The above table show that thirty two (32) respondents representing 64% of the population agreed that parents socio-economic status influence the academic performance of the students. While eighteen respondents (18) representing 36% of the population disagreed that parents socio-economic status does not influence the academic performance of the student.

**Research question 4**

Is the effect of family size on the academic performance of economic students.

**Table 4**

<b>RESPONSE</b>	<b>NUMBER OF RESPONDENTS</b>	<b>PERCENTAGE RESPONDENTS</b>
Yes	23	46%
No	27	54%
<b>Total</b>	<b>50</b>	<b>100%</b>

The analysis from the table indicated that twenty-three (23) respondents representing 46% from the population agreed that the effect of family size affect the academic performance of economic. While twenty-seven (27) respondents representing 54% of the population disagreed that the effect of family size dose not influence on affect the academic performance of the economic students.

**Research question 5**

Government are not aware of the effect of family background on the academic performance of the students in secondary school.

**Table 5**

<b>RESPONSE</b>	<b>NUMBER OF RESPONDENTS</b>	<b>PERCENTAGE RESPONDENTS</b>
Yes	40	80%
No	10	20%
<b>Total</b>	<b>50</b>	<b>100%</b>

From the above table forty respondents (40) representing 80% of the population agreed that government is aware of the effect of family background on the academic performance of the students in secondary school. While ten (10) respondents representing 20% the population disagreed that government is not aware of the effect of family background on the academic performance of the students.

**Research question 6**

Counseling can used to reduce the effect of socio-economic background on the academic performance of the students in secondary school.

**Table 6**

<b>RESPONSE</b>	<b>NUMBER OF RESPONDENTS</b>	<b>PERCENTAGE RESPONDENTS</b>
Yes	45	90%
No	5	10%
<b>Total</b>	<b>50</b>	<b>100%</b>

The above show that forty-five (45) respondents of the population agreed that counseling can be used to reduce the effect of socio-economic background on the academic performance of the students in secondary school.

While five (5) respondents representing 10% of the population disagreed that counseling cannot be used to reduce the effect of socio-economic background on the academic performance of five students in secondary school.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.1 SUMMARY**

The purpose of this study is to identify the effects of socio-economic background of senior secondary school students on their academic performance. The study discussed the nature of social economic background of the students academic performance, the concept of socio-economic background.

The procedure and method used in conducting the research were  
  
spit out in chapter three.

Six research questions were tested. To test the research questions, the researcher used some selected secondary schools in Egor Local Government Area as sample.

After the analysis the following were the findings.

- (1) Family background is responsible for poor academic performance of students in secondary school.
- (2) Physical abuse affect the academic performance of secondary school students.
- (3) Parents socio-economic status influence the academic of the students.
- (4) The effect of family size does not affect the academic performance of. economic students in secondary school.
- (5) Government is aware of the effect of family background on the academic performance of the students in secondary school.
- (6) Counseling can be used to reduce the effect of socio-economic background on the academic performance of the students in secondary school.

### **5.3 RECOMMENDATIONS**

1. Teachers should always encourage the students.

2. There should be seminars for parents on the issue of academic importance a progress of the students.
3. Money should be made available to support students with poor social economic background.
4. Government should ensure that there is adequate public enlightenment on the effect of socio-economic background on the academic performance of the students.
5. Parents should pay all necessary attention to their children they should motivate their children.

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**APPENDIX**  
**STUDENT'S QUESTIONNAIRE**  
**UNIVERSITY OF BENIN**  
**FACULTY OF EDUCATION**

Dear Respondent,

This questionnaire is intended to find out the effect of socio-economic background of secondary school students on their academic performance in Egor Local Government Area of Edo State.

All responses will be treated in strict confidence.

**SECTION A**

Instruction indicate your choice by marking

Mark (x) in the best represents your opinion of the right answer

1. Name of school
2. Sex: Male (  ) Female (  )

3. Age\_\_\_\_\_
4. Class: SS1 ( ) SSII ( ) SSIII ( )
5. Religion: Christian ( )Muslim ( )Other specify \_\_\_\_\_  
\_\_\_\_\_
6. Nationality:\_\_\_\_\_

### **SECTION B**

1. Family background is responsible for poor academic performance of students in school? Yes ( ) No ( )
2. Does physical abuse affect the academic performance of secondary school students? Yes ( ) No( )
3. Do you think that poor parental discipline is the cause of poor academic performance of students? Yes ( ) No ( )
4. Excessive flogging as a punishment affects the child in school? Yes ( ) No ( )
5. Subjecting children to hard labour make the learning uninteresting? Yes( ) No( )

6. The use of children as house helps and domestics activities affect their academic performance in school?  
Yes ( ) No ( )
7. Poverty of the family is the cause of poor academic performance of the students in school? Yes( ) No( )
8. Does parents literacy level affect the academic performance of the students in school? Yes ( ) No( )
9. Is broken home the cause of poor academic performance of students in secondary school Yes ( ) No ( )
10. Poverty is not responsible for the cause of poor academic performance of the students in school? Yes( ) No ( )
11. Does family background has effect on the society? Yes ( )  
No ( )
12. Some parents do not encourage their children to study?  
Yes ( ) No ( )
13. Governments are not aware of the effects of family background on the academic performance of students in senior secondary school? Yes ( ) No ( )

14. Counseling can be used to reduce the effects of socio-economic background on the academic performance of the students in secondary school? Yes ( ) No ( )
15. Some students are aware of the effect of socio-economic background on the academic performance of the students in school? Yes ( ) No ( )
16. Students who are victims of poor socio-economic background have less interest in learning? Yes ( ) No ( )
17. Broken home is one of the effect of poor academic performance of the students in school
18. Poverty is the major reasons why students performance poorly in school
19. Socio economic background of the students is not the cause of poor performance among the students
20. Poor family discipline may lead to inability for the students to perform very well in their academic
21. Parents economic status may affect their children academic performance in school.

22. Children from unquenched family can not perform very well in school.